



The American Community School at Beirut

مدرسة الجالية الأميركية في بيروت

The Arabic Language Program

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Mission Statement

The Arabic Department at ACS offers a comprehensive Arabic language program that aims at developing the learners' communication skills and cultural awareness of the Arab world in Modern Standard Arabic. The Arabic program offers opportunities for the learners to create connections to other disciplines and to real life situations through the use of the Arabic language. The goal of the Arabic program is to develop in the learners an appreciation to language learning and culture awareness so they become life-long language learners. The Arabic Curriculum is standard based integrating the Lebanese national program, the IB diploma curriculum and the AERO+ World languages Standards. The Arabic curriculum is designed to meet the needs of both the Lebanese and international students enrolled in ACS, and it speaks to their different backgrounds and proficiencies.

Philosophy

The Arabic teachers at ACS believe that¹:

- Learning languages creates readiness in the learner to connect to the World community.
- Language learners are 21st century learners.
- All students can be successful language learners and they learn in a variety of ways and settings and acquire proficiency at varied rates.
- Language and culture education is part of the core curriculum and it is tied to program models that incorporate effective strategies, assessment procedures and technologies.
- Modern Standard Arabic is a vital, modern language that facilitates communication among the various Arabic speaking communities in the Arab World.

¹ This philosophy partly adopts the K-12 standards for foreign languages philosophy developed in the United States and adds to it.

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Essential Agreements

We, the Arabic teachers in ACS, agree to:

- Use Modern Standard Arabic to communicate and interact with students in the Arabic classes.
- Emphasize oral communication by engaging students in interactive activities, oral presentations and performances.
- Teach grammar and spelling functionally and communicatively i.e teach grammar and spelling concepts needed by the learner to develop reading comprehension and writing skills.
- Create units/ themes that are derived from real life situations, needs and cultural events that students relate to in their daily experience.
- Vary the teaching strategies to speak to the different intelligences and learning styles of the students.

ACS Arabic Language Policy

Nature of the Arabic Program at ACS:

In ACS, Arabic is offered as a second language, in the sense that students learn Arabic within the context of the Arabic classes only. The language of instruction in the Arabic classes is the Modern Standard Arabic, a high variety of the Arabic language used in official documents, media, and literature. Modern Standard Arabic is the official unified language across the Arab countries.

Arabic Program Offerings at ACS:

Two Arabic programs are offered at ACS:

- 1- Modern Standard Arabic (MSA): offered in grades N-10. This program is designed for native and near- native speakers of the language. Students enrolled in this program will be ready to sit for the Lebanese Official exams in grades 9 and 12, or take the IB High Level courses in grades 11-12.
Incoming students who do not meet the grade level Arabic course standards will be offered support (Please refer to the Arabic Support Program below). This support program is designed to help students join the MSA mainstream for a defined period of time.

- 2- Arabic as a Foreign Language program (AFL): offered in grades 1-10. This program is designed for non- native speakers. The term “foreign” indicates that the students are non-heritage learners whose mother tongue or dominant home language is not Arabic. Students enrolled in this program will be placed in IB abinitio (beginner) courses or IB – B Standard level courses in grades 11 and 12, depending on their level and background.

Enrollment in the Arabic Program:

Incoming students will be placed in one of the two above Arabic Programs depending on their background. A placement test will be given to all incoming students during admission to check their level in Arabic.

Students enrolled in Modern Standard Arabic, the mainstream at ACS, **may not** join AFL at any time as it is not designed for heritage learners. However, AFL students will be encouraged to stretch up to join MSA.

The Arabic Support program (ASP):

The ASP at ACS is offered to new students joining the Modern Standard Arabic (MSA) track. It is designed to support students whose proficiency level does not meet the Arabic course standards. Its main goal is to help native and near native students join the mainstream Arabic program. The ASP offers individualized instruction designed based on the student's Arabic language skills. Entering the program depends on a placement test that the ASP teacher gives to new students at the beginning of the year. Students in ASP stay in the program for a defined period of time. They exit the program when they acquire the standards set for the respective mainstream Arabic course.

Modern Standard Arabic Program (MSA)

Course Description:

Nursery, KGI, KGII

The Arabic MSA courses in early years aim at introducing the students to the Arabic language. The program follows a communicative approach to teaching the language which focuses on developing students' ability to communicate using standard Arabic. Students in early years will be engaged in oral activities created in a way that simulates real life situations.

The MSA program in early years follows Reggio-Emilia's philosophy to learning. Students will learn through projects that reflect their interests. Through these projects, students will acquire the vocabulary and language structure that are suitable to their level.

Grade 1

Grade 1 Arabic course aims at introducing the students to reading and writing. The program combines between the whole language approach and the phonetic approach. Oral skills are also developed through oral activities based on age appropriate literature. In grade 1, students are introduced to the writing process and six traits. By the end of grade 1, students will be able to write short narratives and read on-level text.

Grade 2

Grade 2 Arabic course aims at developing the students' four language skills: Listening, Speaking, Reading and Writing. Students in this course will be engaged in reading activities that develops their reading fluency and comprehension. They will participate in a writer's workshop where they will be engaged in creative writing activities following the writing process and six traits rubric. By the end of grade 2, students will be able to write narratives with details and read on-level texts.

Grade 3

Grade 3 Arabic course further develops the students' language skills. Students will be engaged in oral and writing activities that develops their communication skills. They will participate in a writer's workshop that further develops their writing skills following the steps of the writing process and 6 traits rubric. By the end of grade 3, students will be able to produce writing in which the development and organization are appropriate to task and purpose and read on-level texts.

Grade 4

Grade 4 Arabic course further develops the students' language skills. Students will be engaged in oral and writing activities that develops their communication skills. They will participate in a writer's workshop that further develops their writing skills following the steps of the writing process and 6 traits rubric. By the end of grade 4, students will produce clear and coherent writing appropriate to task and audience with guidance and read on- level texts.

Grade 5

Grade 5 Arabic course further develops the students' language skills. Students will be engaged in oral and writing activities that develops their communication skills. They will participate in a writer's workshop that further develops their writing skills following the steps of the writing process and 6 traits rubric. By the end of grade 5, students will produce coherent writing appropriate to task and audience and read on-level texts.

Grade 6:

Grade 6 course aims at strengthening reading writing and comprehension skills through exposing the students to various types of texts: descriptive, narrative, and informative. Throughout the course, students participate in interactive learning activities that enhance writing as well as oral skills. Emphasis in this course is placed on structured writing tasks. At the end of this course, students will be able to write for a range of discipline specific tasks, purposes and audiences following the writing process and 6 traits rubric.

Grade 7

Grade 7 course aims at increasing students' proficiency to function in all four language skills. Emphasis in this course is made on cohesive writing. Students will follow the writing process and 6 traits rubric in writing cohesive essays on discipline specific topics. At the end of this course, students will be able to write for a range of discipline specific tasks, purposes and audiences.

Grade 8

Grade 8 course aims at preparing students to joining the Lebanese Brevet Arabic track or IB Arabic track. In this course, students will enhance and strengthen the language skills they acquired in previous years. At the end of the course, students are expected to function with increased proficiency in the four language skills. Writing following the writing process and 6 traits rubric will continue to be a major learning activity in this course.

Please refer to Appendix B.

Grade 9-12 Lebanese Baccalaureate courses:

The aim of these courses is to get the students ready to the Lebanese official exams in grades 9 and 12. Students in these courses will participate in language activities that enable them to meet the requirements of the Lebanese National curriculum. The writing process and 6 traits will continue to be a major learning activity in these courses.

Please refer to Appendix B.

HS Arabic 5 and 6

These two courses are pre-requisites to joining IB B Higher level course in grades 11 and 12. In these courses, students will be exposed to modern Arabic literature. Students will participate in learning activities that enables them to respond in writing and orally to literary texts. They will follow the writing process and 6 traits rubric in writing essays of various genres.

Please refer to Appendix B.

IB B Higher level (Grades 11-12):

This two year course is designed to prepare students to the IB external and internal exams as per the IB curriculum guide. The content of the course is designed to prepare students to function with an increased proficiency level in oral as well as written tasks. At the end of the course, students are expected to communicate orally using the standard Arabic with a degree of fluency, produce clear texts where the use of register and rhetoric is appropriate to audience and purpose, and respond to literary texts.

Modern Standard Arabic (MSA)

Standards and Performance indicators

Adopted and Adapted from: AERO English Language Arts Curriculum Framework

Task Force Members:

- Salwa Madbak
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Early Years

Nursery, KG1, KG 2

Reading

Reading Literature-RL

Key Ideas and Details		
RL.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
Nursery	KG1	KG 2
a. With prompting and support, ask and answer questions about an illustrated text.	a. With prompting and support, ask and answer questions about a text.	a. With prompting and support, ask and answer questions about key details in a text.
RL. 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
Nursery	KG1	KG2
a. With prompting and support, retell major events in familiar stories.	a. With prompting and support, retell familiar stories.	a. With prompting and support, retell familiar stories including Key details
RL. 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
Nursery	KG1	KG2
a. With prompting and support, identify major events in a story	a. With prompting and support, identify characters and major events in a story	a. With prompting and support, identify characters, settings and major events in a story.

Craft and Structure		
RL. 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning or tone.		
Nursery	KG1	KG2

a. With prompting and support, ask and answer questions about unknown words in a text.	a. Ask questions about unknown words in a text.	a. Ask and answer questions about unknown words in a text.
RL. 5 Analyze the structure of the texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.		
Nursery	KG1	KG2
a. Recognize common types of texts (storybooks, poems...)	a. Recognize common types of texts (storybooks, poems...)	a. Recognize common types of texts (storybooks, poems...)
RL. 6 Assess how point of view or purpose shapes the content and style of a text.		
Nursery	KG1	KG2
a. With prompting and support, name the author and illustrator of a story	a. With prompting and support, name the author and illustrator of a story	a. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and ideas		
RL. 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.		
Nursery	KG1	KG2
a. Use illustrations to understand the story	a. With prompting and support, describe the role of illustrations in the story in which they appear	a. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL. 8 Delineate and evaluate the argument and specific claims in a text including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
Nursery	KG1	KG2
		Not applicable
RL. 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author's take.		
Nursery	KG1	KG2
a. With prompting and support, identify the main adventures and experiences of characters in familiar stories.	a. With prompting and support, identify adventures and experiences of characters in familiar stories.	a. With prompting and support, compare and contrast the adventures and experiences of

		characters in familiar stories.
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Range of Reading and Level of Text complexity		
RL. 10 Read and Comprehend complex literary and informational texts independently and proficiently		
Nursery	KG1	KG2
a. Actively engage in group reading activities with purpose and understanding	a. Actively engage in group reading activities with purpose and understanding	a. Actively engage in group reading activities with purpose and understanding

Reading Information Texts- RI

Key Ideas and Details		
RI. 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
Nursery	KG1	KG2
a. With prompting and support, ask and answer questions about an illustrated text.	a. With prompting and support, ask and answer questions about a text.	a. With prompting and support, ask and answer questions about key details in a text.
RI. 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas students' own thinking and writing		
Nursery	KG1	KG2
a. With prompting and support, identify general details in familiar texts.	a. With prompting and support, retell general details in familiar texts.	a. With prompting and support, retell key details in familiar texts.
RI. 3 Analyze how and why individuals, events and ideas develop and interact over the course of a text.		
Nursery	KG1	KG2
a. With prompting and support, identify individuals, events, ideas, or pieces of information in a text.	a. With prompting and support, Identify the connection between two individuals, events, ideas, or pieces of information in a text.	a. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Crafts and structures

RI. 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
Nursery	KG1	KG2
a. With prompting and support, ask and answer questions about unknown words in a text.	a. Ask questions about unknown words in a text.	a. With prompting and support, ask and answer questions about unknown words in a text.
RI. 5 Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.		
Nursery	KG1	KG2
a. Identify front cover and back cover of the book	a. Identify the front cover, back cover and title page of the book	a. Identify the front cover, back cover, and title page of a book.
RI. 6 Assess how point of view or purpose shapes the content and style of a text.		
Nursery	KG1	KG2
a. With prompting and support, name the author and illustrator of a story	a. With prompting and support, name the author and illustrator of a story	a. Name the author and illustrator of a text and define the role of each in presenting ideas or information in a text.

Integration of Knowledge and ideas		
RI. 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.		
Nursery	KG1	KG2
a. Use illustrations to understand what the text is talking about	a. With prompting and support, describe the role of illustrations in the text	a. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what person, place, thing, or idea in a text an illustration depicts).
RI. 8 Delineate and evaluate the argument and specific claims in a text including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
Nursery	KG1	KG2
a. with prompting and support, identify general ideas in the text	a. With prompting and support, identify one or two supporting ideas in the text.	a. With prompting and support, identify the reasons an author gives to support points in a text.

RL. 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author's take.		
Nursery	KG1	KG2
a. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures)	a. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures)	a. With prompting and support, identify similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures)

Range of Reading and Level of Text complexity		
RL. 10 Read and Comprehend complex literary and informational texts independently and proficiently		
Nursery	KG1	KG2
a. Actively engage in group reading activities with purpose and understanding	a. Actively engage in group reading activities with purpose and understanding	a. Actively engage in group reading activities with purpose and understanding

Reading Foundational Skills-RF

Print Concept		
RF. 1 Demonstrate understanding of the organization and basic features of print.		
Nursery	KG1	KG2
a. Follow words from right to left, top to bottom, and page by page. b. Recognize that words are represented in written language by specific sequences of letters.	a. Follow words from right to left, top to bottom, and page by page. b. Recognize that words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print.	a. Follow words from right to left, top to bottom, and page by page. b. Recognize that words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print.

Phonological Awareness		
RF. 2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
Nursery	KG1	KG2
a. not applicable	a. Recognize rhyming words.	a. Recognize and produce rhyming words.

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Phonics and Word Recognition		
RF. 3 Know and apply grade-level phonics and word analysis skills in decoding words.		
Nursery	KG1	KG2
a. Not applicable.	a. Demonstrate basic knowledge of one-to-one letter-sound correspondences.	a. Recognize one-to-one letter-sound correspondences. b. Read common high frequency words by sight.

Fluency		
RF. 4 Read with sufficient accuracy and fluency to support comprehension		
Nursery	KG1	KG2
Not applicable	Not applicable	a. Read emergent reader texts with purpose and understanding.

Listening and Speaking

Listening and Speaking- LS

Comprehension and Collaboration		
LS. 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		
Nursery	KG1	KG2
a. Participate in collaborative conversations with diverse partners about familiar topics and texts with peers and adults in small and large groups.	a. Participate in collaborative conversations with diverse partners about familiar topics and texts with peers and adults in small and large groups.	a. Participate in collaborative conversations with diverse partners about familiar topics and texts with peers and adults in small and large groups.
LS. 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.		

Nursery	KG1	KG2
a. Confirm understanding of a text read aloud by answering simple questions about the ideas presented in the text.	a. Confirm understanding of a text read aloud or information presented orally by requesting clarifications and answering questions about the text	a. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarifications if something is not understood.

LS. 3 Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.

Nursery	KG1	KG2
a. Ask questions in order to seek help, get information or clarify something that is not understood.	a. Ask and answer questions in order to seek help, get information or clarify something that is not understood.	a. Ask and answer questions in order to seek help, get information or clarify something that is not understood.

Presentation of Knowledge and Ideas

LS. 4 Present information, findings and supportive evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience.

Nursery	KG1	KG2
a. With prompting and support, describe familiar people, places, things and events.	a. With prompting and support, describe familiar people, places ,things and events.	a. Describe familiar people, places, things and events and, with prompting and support provide additional detail.

LS. 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Nursery	KG1	KG2
a. Add drawing or other visual displays to description as desired to provide additional details.	a. Add drawing or other visual displays to description as desired to provide additional details.	a. Add drawing or other visual displays to description as desired to provide additional details.

LS. 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of standard Arabic.

Nursery	KG1	KG2
a. Speak audibly and express thoughts feelings and ideas.	a. Speak audibly and express thoughts feelings and ideas.	a. Speak audibly and express thoughts, feelings and ideas.

Language Foundation Skills- LF

Conventions of Standard Arabic		
LF. 1 Demonstrate command of the conventions of standards Arabic grammar and usage when writing and speaking.		
Nursery	KG1	KG2
a. Use frequently occurring nouns and verbs. b. Form regular plural nouns orally. c. Understand and use question words. d. Use the most frequently occurring prepositions.	a. Use frequently occurring nouns and verbs. b. Form regular plural nouns orally. c. Understand and use question words. d. Use the most frequently occurring prepositions.	a. Use frequently occurring nouns and verbs. b. Form regular plural nouns orally. c. Understand and use question words. d. Use the most frequently occurring prepositions. e. Produce and expand complete sentences in shared language activities.
LF. 2 Demonstrate command of conventions of Standard Arabic punctuation and spelling when writing		
Nursery	KG1	KG2
Not applicable	Not applicable	Not applicable

Knowledge of Language		
LF. 3 Apply Knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.		
Nursery	KG1	KG2
Not applicable	Not applicable	Not applicable
LF. 4 Determine or clarify the meaning of unknown and multiple- meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.		
Nursery	KG1	KG2
a. Determine or clarify the meaning of unknown words and phrases based on class reading and content.	a. Determine or clarify the meaning of unknown words and phrases based on class reading and content.	a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on class reading and content.
LF. 5 Demonstrate understanding of word relationships and nuances in word meanings.		
Nursery	KG1	KG2
a. With guidance and support from adults, explore word relationships	a. With guidance and support from adults, explore word relationships	A .With guidance and support from adults, explore word relationships and

<p>and nuances in word meanings.</p> <ul style="list-style-type: none"> - Sort common objects into categories (shapes, foods) - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms) - Identify real-life connections between words and their use 	<p>and nuances in word meanings.</p> <ul style="list-style-type: none"> - Sort common objects into categories (shapes, foods) - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms) - Identify real-life connections between words and their use 	<p>nuances in word meanings.</p> <ul style="list-style-type: none"> - Sort common objects into categories (shapes, foods) - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms) - Identify real-life connections between words and their use - Distinguish shades of meanings among verbs describing general actions.
<p>LF. 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
Nursery	KG1	KG2
a. Use words and phrases acquired through conversations, reading and being read to, and responding to text.	a. Use words and phrases acquired through conversations, reading and being read to, and responding to text.	a. Use words and phrases acquired through conversations, reading and being read to, and responding to text.

Elementary Grades 1-5

Reading

Reading Literature-RL

Key Ideas and Details				
RL.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.				
1	2	3	4	5
a. Ask and answer questions about key details in a text.	a. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	a. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	a. Refer to examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	a. Refer to details in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas in students' own thinking and writing.				
1	2	3	4	5
a. Retell familiar stories and demonstrate understanding of their central message or lesson with guidance.	a. Recount stories, including fables and folktales from the Arab culture, and determine their central message, lesson, or moral with guidance.	a. Recount stories, including fables and folktales, including key details from the Arab cultures. b. Determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	a. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	a. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.				
1	2	3	4	5

a. Describe characters, settings, and major events in a story.	a. Describe how characters in a story respond to major events and challenges.	a. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	a. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	a. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
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<i>Craft and Structure</i>				
<i>RL.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</i>				
1	2	3	4	5
a. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	a. Describe how words and phrases (e.g., rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	a. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	a. Determine the meaning of words and phrases as they are used in a text.	a. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
<i>RL.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene) relate to each other and the whole.</i>				
1	2	3	4	5
a. Identify major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	a. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	a. Refer to parts of stories and describe how each successive part builds on earlier sections.	a. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	a. Explain how a series of chapters, and scenes fits together to provide the overall structure of a particular story or drama.
<i>RL.6 Assess how point of view or purpose shapes the content and style of a text.</i>				
1	2	3	4	5
a. Identify who is telling the story at various points in a text.	a. Acknowledge differences in the points of view of characters, including by speaking in a different voice	a. Distinguish their own point of view from that of the narrator or those of the characters.	a. Identify the point of view from which different stories are narrated, including the difference between first and	a. Describe how a narrator's or speaker's point of view influences how events are

	for each character when reading dialogue aloud.		third-person narrations.	described.
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Integration of Knowledge and Ideas

***RL.7* Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.**

1	2	3	4	5
a. Use illustrations and details in a story to describe its characters, setting, or events.	a. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	a. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	a. Make connections between the text of a story or drama and a visual or oral presentation of the text.	a. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

***RL.9* Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author's take.**

1	2	3	4	5
a. Compare and contrast with guidance the adventures and experiences of characters in stories.	a. Compare and contrast two or more versions of the same story by different authors or from different cultures.	a. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	a. Compare and contrast the treatment of similar themes and topics and patterns of events in stories and traditional literature from the Arab culture.	a. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

***RL.10* Read and comprehend complex literary and informational texts independently and proficiently.**

1	2	3	4	5
a. With prompting and support, read prose and poetry of appropriate complexity for grade.	a. By the end of the year, read and comprehend literature, including stories and poetry at a grade 2 level.	a. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at a grade 3 level.	a. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at a grade 4 level.	a. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at a grade 5 level.

Reading Information Texts- RI

Key Ideas and Details				
RI.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.				
1	2	3	4	5
a. Ask and answer questions about key details in a text.	a. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	a. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	a. Refer to examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	a. Refer to details in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas students' own thinking and writing				
1	2	3	4	5
a. Retell key details of a text with guidance.	a. Identify the main topic of a multi- paragraph text with guidance.	a. Determine the main idea of a text; recount the key details and explain how they support the main idea.	a. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	a. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.				
1	2	3	4	5
a. Describe the connection between two events, ideas, or pieces of information in a text.	a. Describe the connection between a series of events, scientific ideas or concepts, or steps in technical procedures in a text.	a. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, based on specific information in the text.	a. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	a. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure
RI.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

1	2	3	4	5
a. Ask and answer questions to clarify the meaning of words and phrases in a text.	a. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topics</i> .	a. Determine the meaning of words and phrases in a text relevant to a <i>grade 3 topics</i> .	a. Determine the meaning of words or phrases in a text relevant to a <i>grade 4 topics</i> .	a. Determine the meaning of words and phrases in a text relevant to a <i>grade 5 topics</i> .
RI.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, or a scene) relate to each other and the whole.				
1	2	3	4	5
a. Identify major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	a. Describe the overall structure of a text, including describing how the beginning introduces the topic and the ending concludes the ideas.	a. Refer to parts of a text and describe how each successive part builds on earlier sections	a. Describe the overall structure, ideas, concepts, or information in a text or part of a text.	a. Compare and contrast the overall structure of ideas, concepts, or information in two or more texts.
RI.6 Assess how point of view or purpose shapes the content and style of a text.				
1	2	3	4	5
a. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	a. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	a. Distinguish their own point of view from that of the author of a text.	a. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	a. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas				
RI.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.				
1	2	3	4	5
a. Use the illustrations and details in a text to describe its key ideas.	a. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	a. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	a. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in	a. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

			which it appears.	
RI.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.				
1	2	3	4	5
a. Identify the reasons an author gives to support points in a text with guidance.	a. Identify the reasons an author gives to support points in a text	a. Describe how reasons support specific points the author makes in a text.	a. Explain how an author uses reasons and evidence to support particular points in a text.	a. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RI.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.				
1	2	3	4	5
a. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	a. Compare and contrast the most important points presented by two texts on the same topic.	a. Compare and contrast the most important points and key details presented in two texts on the same topic.	a. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	a. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity				
RI.10 Read and comprehend complex literary and informational texts independently and proficiently.				
1	2	3	4	5
a. With prompting and support, read informational texts appropriately complex for grade 1.	a. By the end of year, read and comprehend informational texts, at a grade 2 level.	a. By the end of the year, read and comprehend informational texts, at a grade 3 level.	a. By the end of year, read and comprehend informational texts, at a grade 4 level.	a. By the end of the year, read and comprehend informational texts, at a grade 5 level.

Reading Foundation Skills- RF

Print Concepts				
RF.1 Demonstrate understanding of the organization and basic features of print.				
1	2	3	4	5
a. Recognize the distinguishing features of a	a. Recognize the distinguishing features of a	NA	NA	NA

sentence (e.g., first word, ending punctuation).	sentence (e.g., first word, ending punctuation).			
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Phonological Awareness				
RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).				
1	2	3	4	5
a. Distinguish long from short vowel sounds. b. Orally produce words by blending sounds (phonemes). c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes). d. Segment words into their complete sequence of individual sounds (phonemes).	NA	NA	NA	NA

Phonics and Word Recognition				
RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.				
1	2	3	4	5
a. Know the spelling-sound correspondences for consonants and vowels. b. Decode regularly. c. Know final-ta marbouta	a. Distinguish long and short vowels when reading regularly. b. Know spelling-sound correspondences c. Know Final Alif Maqsura	a. Identify and know the meaning of the most common roots. b. Decode multi-syllable words.	a. Use combined knowledge of all letter-sound correspondences, and morphology (e.g., roots) to read accurately unfamiliar multi-syllabic words in context and out of context.	a. Use combined knowledge of all letter-sound correspondences, and morphology (e.g., roots) to read accurately unfamiliar multi-syllabic words in context and out of context.

d. Decode two-syllable words following basic patterns by breaking the words into syllables.	c. Decode regularly spelled two-syllable words with long vowels.			
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<i>Fluency</i>				
RF.4 Read with sufficient accuracy and fluency to support comprehension.				
1	2	3	4	5
<p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate and expression on successive readings.</p> <p>c. Use context to confirm or self- correct word recognition and understanding, rereading as necessary</p>	<p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate and expression on successive readings.</p> <p>c. Use context to confirm or self- correct word recognition and understanding, rereading as necessary.</p>	<p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>c. Use context to confirm or self- correct word recognition and understanding, rereading as necessary</p>	<p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self- correct word recognition and understanding, rereading as necessary.</p>	<p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self- correct word recognition and understanding, rereading as necessary.</p>

Writing:

Writing- W

<i>Text type and Purpose</i>				
W.1 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.				
1	2	3	4	5
NA	a. Introduce a topic and group related information together; include illustrations when useful to	a. Introduce a topic and group related information together; include illustrations when useful to	a. Introduce a topic clearly and group related information in paragraphs and sections.	a. Introduce a topic clearly, provide a general observation and focus, and group related

	aid comprehension.	aid comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases to connect ideas within categories of information. d. Provide a concluding statement or section.	b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	information logically; b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
W.2 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.				
1	2	3	4	5
a. Write short narratives with guidance in which they recount an event.	a. Write narratives in which they recount two or more events, include some details.	a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.. b. Use temporal words and phrases to signal event order. c. Provide a sense of closure.	a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of	a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

			transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
W.3 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.				
1	2	3	4	5
Begins in Grade 3	Begins in Grade 3	a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Production and Distribution of Writing

W.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Students write words and sentences that are legible.				
1	2	3	4	5
a. The student will develop legible handwriting of the alphabet and numbers. c. Space words and sentences appropriately.	a. With guidance and support, focus on a topic and strengthen writing as needed by revising and editing.	a. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	a. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	a. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting,

	b. Use legible handwriting of the alphabet and numbers. c. Space words and sentences appropriately.	b. Write legibly, allowing margins and correct spacing between words and sentences.	b. Write legibly	or trying a new approach. b. write legibly
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W.5 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

1	2	3	4	5
a. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	a. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	a. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills).	a. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type.	a. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type.

W.6 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

1	2	3	4	5
a. Participate in shared research and writing projects with guidance.	a. Participate in shared research and writing projects	a. Conduct short research projects that build knowledge about a topic.	a. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	a. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Research to Build and Present Knowledge

W.7 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1	2	3	4	5
a. Write an opinion and supply a reason for the opinion with guidance.	a. Write opinion in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and	a. Write opinion pieces on topics or texts, supporting a point of view with reasons. <ul style="list-style-type: none"> Introduce the topic or text they are writing about. State an opinion, and 	a. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create 	a. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create

	reasons, and provide a concluding statement or section.	<p>create an organizational structure that lists reasons.</p> <ul style="list-style-type: none"> • Provide reasons that support the opinion. • Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. • Provide a concluding statement or section. 	<p>an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <ul style="list-style-type: none"> • Provide reasons that are supported by facts and details. • Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). • Provide a concluding statement or section related to the opinion presented. 	<p>an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <ul style="list-style-type: none"> • Provide logically ordered reasons that are supported by facts and details. • Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). • Provide a concluding statement or section related to the opinion presented.
W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.				
1	2	3	4	5
a. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	a. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	a. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	a. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	a. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.				
1	2	3	4	5

Begins in Grade4	Begins in Grade4	Begins in Grade4	<p>a. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>
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Range of Writing				
W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.				
1	2	3	4	5
Begins in Grade 3	Begins in Grade 3	a. Write routinely over extended timeframes (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	a. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences	a. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Listening and Speaking:

Listening and Speaking- LS

Comprehension and Collaboration
LS.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on

others' ideas and expressing their own clearly and persuasively.				
1	2	3	4	5
<p>a. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others' talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion. 	<p>a. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others' talk in conversations by linking their comments to the remarks of others. Ask for clarification and further explanation as needed about the topics and texts under discussion. 	<p>a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about discussion). Ask questions to check understanding of information presented, stay on 	<p>a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks 	<p>a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks

		<p>topic, and link their comments to the remarks of others.</p> <ul style="list-style-type: none"> Explain their own ideas and understanding in light of the discussion. 	<p>of others.</p> <ul style="list-style-type: none"> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. 	<p>of others.</p> <ul style="list-style-type: none"> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
LS.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.				
1	2	3	4	5
a. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	a. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	a. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	a. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	a. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LS.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.				
1	2	3	4	5
a. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	a. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	a. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	a. Identify the reasons and evidence a speaker provides to support particular points.	a. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas				
LS.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.				
1	2	3	4	5
a. Describe people, places, things, and events with guidance, expressing ideas and feelings clearly.	a. Re-tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent	a. Re-tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly	a. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts	a. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant,

	sentences.	at an understandable pace.	and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	descriptive details to support main ideas or themes; speak clearly at an understandable pace
LS.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.				
1	2	3	4	5
a. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.	a. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	a. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	a. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	a. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
LS.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of Standard Arabic when indicated or appropriate.				
1	2	3	4	5
a. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and for specific expectations.)	a. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)	a. Speak incomplete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	a. Differentiate between contexts that call for Standard Arabic (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use standard Arabic when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)	a. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

Middle and High School

Grades 6-12

Reading:

Reading Literature- RL

<i>Key Ideas and Details</i>					
<i>RL.1</i> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.					
6	7	8	9	10	11-12
a. . Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	a. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	a. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	a. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	a. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	a. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
<i>RL.2</i> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas students' own thinking and writing.					
6	7	8	9	10	11-12
a. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments	a. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text	a. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	a. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text	a. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	a. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text
<i>RL.3</i> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.					
6	7	8	9	10	11-12
a. Describe how a	a. Describe how	a. . Analyze how	a. Analyze how	a. Analyze how	a. Analyze the impact

particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves	particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
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Craft and Structure

***RL.4* Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

6	7	8	9-10	11-12
a. Determine the meaning of words and phrases as they are used in a text, including figurative and annotative meanings.	a. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings..	a. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies to other texts.	a. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place, how it sets a formal or informal tone).	a. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh engaging or beautiful.

***RL.5* Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene) relate to each other and the whole.**

6	7	8	9-10	11-12
a. Analyze how a particular sentence, chapter, or scene, fits into the overall structure of a text and contributes to the development of the theme, setting, or plot	a. Analyze how a drama's or poem's form or structure contributes to its meaning	a. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	a. 9 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots). 10. Analyze how an author's choices concerning how to structure a text,	a. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution)

			order events within it (e.g., parallel plots). and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	contribute to its overall structure and meaning as well as its aesthetic impact.
RL.6 Assess how point of view or purpose shapes the content and style of a text.				
6	7	8	9-10	11-12
a. Describe how an author develops the point of view of the narrator or speaker in a text.	a. Explain how an author develops and contrasts the points of view of different characters or narrators in a text	a. Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.	a. Analyze a particular point of view or cultural experience reflected in a work of literature from the Arab world, drawing on a wide reading of Arabic literature.	a. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas				
RL.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.				
6	7	8	9-10	11-12
a. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	a. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	a. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	a. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment	a. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
RL.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence				
6	7	8	9-10	11-12
Not applicable to Literature	Not applicable to Literature	Not applicable to Literature	Not applicable to Literature	Not applicable to Literature
RL.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.				
6	7	8	9-10	11-12

a. Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	a. Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	a. Analyze texts in different forms or genres in terms of their approaches to similar themes and topics.	a. Analyze texts in different forms or genres in terms of their approaches to similar themes and topics. 10 Demonstrate knowledge of nineteenth, and early twentieth-century foundational works	a. Demonstrate knowledge of nineteenth and early twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics.
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Range of Reading and Level of Text Complexity				
RL.10 Read and comprehend complex literary and informational texts independently and proficiently.				
6	7	8	9-10	11-12
a. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grade 6 text complexity band proficiently, with scaffolding as needed .	a. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grade 7 text complexity band proficiently, with scaffolding as needed.	a. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grade 8 text complexity band independently and proficiently.	a. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	a. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11 text complexity band independently and proficiently.

Reading Information Texts- RI

Key Ideas and Details				
RI.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.				
6	7	8	9-10	11-12
a. Quote accurately from a	a. Cite textual evidence to	a. Cite several pieces of	a. Cite the textual evidence	a. Cite strong and thorough

text when explaining what the text says explicitly and when drawing inferences from the text.	support analysis of what the text says explicitly as well as inferences drawn from the text.	textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text.	textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.				
6	7	8	9-10	11-12
a. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	a. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	a. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	a. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	a. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RI.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.				
6	7	8	9-10	11-12
a. Describe in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	a. Describe the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	a. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	a. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	a. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

<i>Craft and Structure</i>				
RI.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.				
6	7	8	9-10	11-12
a. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	a. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze	a. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze	a. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze	a. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze

	the impact of a specific word choice on meaning and tone.	the impact of specific word choices on meaning and tone.	the cumulative impact of specific word choices on meaning and tone.	how an author uses and refines the meaning of a key term or terms over the course of a
RI.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene) relate to each other and the whole.				
6	7	8	9-10	11-12
a. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	a. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	a. Analyze in detail the structure of a specific paragraphing a text, including the role of particular sentences in developing and refining a key concept.	a. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	a. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.6 Assess how point of view or purpose shapes the content and style of a text.				
6	7	8	9-10	11-12
a. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	a. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	A Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints	a. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	a. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

<i>Integration of Knowledge and Ideas</i>				
RI.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.				
6	7	8	9-10	11-12
a. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent	a. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the	a. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a	a. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining	a. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively)

understanding of a topic or issue.	subject (e.g., how the delivery of a speech affects the impact of the words).	particular topic or idea.	which details are emphasized in each account.	as well as in words in order to address a question or solve a problem.
RI.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.				
6	7	8	9-10	11-12
a. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	a. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	a. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	a. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	a. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
RI.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.				
6	7	8	9-10	11-12
a. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	a. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	a. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	a. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	a. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Range of Reading and Level of Text Complexity				
RI.10 Read and comprehend complex literary and informational texts independently and proficiently.				
6	7	8	9-10	11-12
a. By the end of the year, read and comprehend literary non fiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed.	a. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed.	a. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	a. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at the high end of	a. By the end of grade 11, read and comprehend literary nonfiction in the grades 11 text complexity band proficiently, with scaffolding as needed. By the end of grade 12, read and comprehend literary

			the grades 9–10 text complexity band independently and proficiently.	nonfiction at the high end of the grades 11 text complexity band independently and proficiently.
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Writing:

Writing-W

<i>Text types and Purposes</i>					
W.1. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.					
	6	7	8	9-10	11-12
	<p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the</p>	<p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships</p>	<p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>	<p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge</p>

	<p>relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented</p>	<p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
W. 2. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.					
	6	7	8	9-10	11-12
	a. Engage and orient the	a. Engage and orient the	a. Engage and orient the	a. Engage and orient the	a. Engage and orient the

	<p>reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>e. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and</p>
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					reflects on what is experienced, observed, or resolved over the course of the narrative.
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Production and Distribution of Writing

W.3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

	6	7	8	9-10	11-12
Production and distribution of Writing	a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

	6	7	8	9-10	11-12
Production and distribution of Writing	a. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6)	a. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7)	a. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8)	a. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)	a. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

W. 5. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

	6	7	8	9-10	11-12
Production and distribution of Writing	a. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	a. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	a. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	a. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	a. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

W.6. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

	6	7	8	9-10	11-12
Research to Build and Present Knowledge	a. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	a. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	a. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	a. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation	a. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W. 7. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Text types and purposes

	a. Introduce claim(s) and organize the reasons and evidence clearly.	a. Introduce claim(s), acknowledge alternate or opposing claims, and	a. Introduce claim(s), acknowledge and distinguish the claim(s)	a. Introduce precise claim(s), distinguish the claim(s) from alternate or	a. Introduce precise, knowledgeable claim(s), establish the significance
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	<p>b. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>c. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section</p>	<p>organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented</p>	<p>from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and</p>	<p>of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.</p> <p>b. Develop claim(s) and counter claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they</p>
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				supports the argument presented.	are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
Research to Build and Present Knowledge	a. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources	a. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	a. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation	a. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	a. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.					
	6	7	8	9-10	11-12
Research to Build and Present Knowledge	a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply grade 6 Reading	a. Apply grade 7 Reading standards to literature (e.g., Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading	a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new").	a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new").	a. Apply grades 11–12 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work") b. grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and

	standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).	b. Apply grade 8 Reading standards to literary nonfiction e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).	b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).	specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
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Range of Writing

W. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.					
	6	7	8	9-10	11-12
Range of Writing	a. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	a. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	a. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	a. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	a. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Listening and Speaking:

Listening and Speaking- LS

Comprehension and Collaboration

LS.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.					
	6	7	8	9-10	11-12
Performance	1. Engage effectively in a	1. Engage effectively in a	1. Engage effectively in a	1. Initiate and	1. Initiate and

Indicators	<p>range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and</p>	<p>range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their</p>	<p>range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when</p>	<p>participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader</p>	<p>participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or</p>
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	paraphrasing.	own views.	warranted, qualify or justify their own views in light of the evidence presented.	themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LS. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.					
	6	7	8	9-10	11-12
Comprehension and collaboration	a. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	a. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	a. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	a. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	a. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LS.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.					
	6	7	8	9-10	11-12
Comprehension and collaboration	a. Distinguish claims that are supported by reasons and evidence from claims that are not.	a. Delineate a speaker's argument and specific claims, evaluating the soundness of the	a. Delineate a speaker's argument and specific claims, evaluating the soundness of the	a. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any	a. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the

		reasoning and the relevance and sufficiency of the evidence.	reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	fallacious reasoning or exaggerated or distorted evidence.	stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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<i>Presentation of Knowledge and Ideas</i>					
LS.4 Present information so that the organization, development and style are appropriate to task, purpose and audience.					
	6	7	8	9-10	11-12
Presentation of knowledge and ideas	a. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation, as well as appropriate body posture and movement.	a. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation, as well as appropriate body posture and movement.	a. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation, as well as appropriate body posture and movement.	a. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	a. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LS.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations					
	6	7	8	9-10	11-12
Presentation of knowledge and ideas	a. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	a. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	a. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	a. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	a. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LS.6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of Standard Arabic when indicated or appropriate.					
	6	7	8	9-10	11-12
Presentation of knowledge and ideas	a. Adapt speech to a variety of contexts and tasks, demonstrating command of standard Arabic when indicated or appropriate. (See grade 6 Language standards 1 and 3)	a. Adapt speech to a variety of contexts and tasks, demonstrating command of standard Arabic when indicated or appropriate. (See grade 7 Language standards 1 and 3)	a. Adapt speech to a variety of contexts and tasks, demonstrating command of standard Arabic when indicated or appropriate. (See grade 8 Language standards 1 and 3)	a. Adapt speech to a variety of contexts and tasks, demonstrating command of standard Arabic when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)	a. Adapt speech to a variety of contexts and tasks, demonstrating a command of standard Arabic when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

Modern Standard Arabic Conventions Scope and Sequence Grades 1-8

القواعد	الأول	الثاني	الثالث	الرابع	الخامس	السادس	السابع	الثامن
	<p>- أقسام الكلام: حرف، كلمة، جملة نص - أنواع الكلمة: الاسم، الفعل، الحرف - المذكر والمؤنث مع اسم الإشارة (هؤلاء). - الجملة الفعلية والاسمية. - تصريف الفعل مع الضمائر: هو – هي – هم – أنت – أنتِ – أنا – نحن. - المفرد والجمع (تحويل مع هذا – هذه – هؤلاء). - التثنية (في القراءة في جميع الحالات) - حركات الإعراب الطويلة والقصيرة. - دخول "ال" - التعريف على الكلمة. - التمييز بين التاء الطويلة والتاء المربوطة.</p>	<p>أنواع الجملة: المثبتة - الاستفهامية – التعجيبة – الطلبية. - المذكر والمؤنث مع اسم الإشارة (هؤلاء). - الجملة الفعلية والاسمية. - تصريف الفعل مع الضمائر: هو – هي – هم – أنت – أنتِ – أنا – نحن. - المفرد والجمع (تحويل مع هذا – هذه – هؤلاء). - الضمائر المتصلة والمنفصلة. - دلالة الفعل الزمنية: الماضي – الحاضر – المستقبل. - تصريف الفعل الماضي. - حروف الجرّ.</p>	<p>الفعل المضارع: - دلالاته الزمنية - صوغه من الماضي - تصريفه. - فعل الأمر.</p>	<p>- الجملة الفعلية: الفاعل والمفعول به. - الفعل المضارع المرفوع والأفعال الخمسة. - الفعل المضارع المنصوب والأفعال الخمسة. - الفعل المضارع المجزوم والأفعال الخمسة. - الجُملة الاسمية: المبتدأ والخبر. - كان وأخواتها. - إن وأخواتها.</p>	<p>- الفعل المضارع المنصوب: إعراب الفعل السالم - الفعل المضارع المجزوم: إعراب الفعل السالم - فعل الأمر: إعراب الفعل السالم - الفاعل - المفعول به - المبتدأ والخبر - الأفعال الناقصة - الأحرف المشبهة بالفعل - النعت - الاسم الموصول</p>	<p>- الفعل المضارع المنصوب: إعراب - الفعل المضارع المجزوم: إعراب - فعل الأمر: إعراب - نائب الفاعل - المبتدأ والخبر - المضاف إليه - الجار والمجرور - الجموع - الممنوع من الصرف - الأسماء الخمسة</p>	<p>- الشرط - الضمائر: إعراب - العدد - اسم المكان والزمان - اسم التفضيل - اسم الفاعل - اسم المفعول - الصفة المشبهة - الظرف - الممنوع من الصرف - الصنف</p>	<p>- القواعد</p>
الإملاء	<p>- كتابة الحروف في جميع أشكالها (متصلة ومنفصلة) بالإضافة إلى الشدة</p>	<p>تمييز الحروف المتشابهة لفظاً وكتابةً. الهمزة في أول</p>	<p>- دخول اللام والباء والكاف على الاسم.</p>	<p>- الهمزة في أول ووسط وآخر الكلمة</p>	<p>دروس إملاء وظيفية بحسب ما تقتضيه متطلبات الصف.</p>	<p>دروس إملاء وظيفية بحسب ما تقتضيه متطلبات الصف.</p>	<p>دروس إملاء وظيفية بحسب ما تقتضيه متطلبات الصف.</p>	<p>دروس إملاء وظيفية بحسب ما تقتضيه متطلبات الصف.</p>

						الكلمة ودخول "ال" التعريف عليها. التنوين كتابية. التاء المربوطة والتاء الطويلة.	والمدة. دخول "ال" التعريف على الكلمة. التمييز بين التاء الطويلة والتاء المربوطة.	
استعمال جميع علامات الوقف استعمالا صحيحا	استعمال جميع علامات الوقف استعمالا صحيحا	استعمال جميع علامات الوقف استعمالا صحيحا	استعمال جميع علامات الوقف استعمالا صحيحا	استعمال جميع علامات الوقف استعمالا صحيحا	استعمال النقطة والفاصلة والمنقوطة وعلامة الاستفهام والتعجب	استعمال النقطة والفاصلة وعلامة الاستفهام والتعجب	- استعمال النقطة وعلامة الاستفهام والتعجب	علامات الوقف

Arabic as a Foreign Language Program (AFL)

Course Description:

AFL I (Novice Low):

This course is designed for students who have no prior exposure to Arabic. The course introduces the student to the Arabic language and culture. The main emphasis of this course is oral communication and the ability to use simple conversational skills. In addition, basic vocabulary and grammar, as well as simple writing structures will be introduced. Students will be actively engaged in hands on activities related to themes discussed throughout the year.

**AFL Level I refers to a proficiency level that may be acquired in:
In 5 years in Elementary, 2 years in MS, and 1 year in HS**

AFL II(Novice High):

This course is designed for students who have studied Arabic for 1-2 years. The main emphasis of this course is oral communication and the ability to use conversational skills in the completion of performance tasks. Students in this course will learn vocabulary, grammar and simple language structures and will begin to develop an ability to read and produce simple written tasks.

**AFL Level II refers to a proficiency level that may be acquired in:
In 2 years in MS, and 1 year in HS**

AFL III (Intermediate Low):

This course is designed for students who have studied Arabic for 2-3 years.. The main emphasis of this course is oral and written communication. Student will learn vocabulary, grammar and language structures and will begin to develop an ability to read and produce written tasks.

**AFL Level III refers to a proficiency level that may be acquired in:
1 year in HS**

AFL IV (Intermediate High):

This course is designed for students who have studied Arabic for 3-4 years. Oral communication continues to be the emphasis of this course. Students will participate in authentic oral tasks. In writing, students will produce written tasks for various purposes and audiences. This course is a pre-requisite to IB B Standard Level course.

**AFL Level IV refers to a proficiency level that may be acquired in:
1 year in HS**

IB B standard Level Course:

This two year course is designed to prepare students to the IB external and internal exams as per the IB curriculum guide. Students in this course will function with increased proficiency in their language skills. At the end of this course students will be able to produce mostly clear texts where the use of register, style, and structural elements are appropriate to the audience and purpose.

Please refer to Appendix B.

AFL Standards and Benchmarks

Adopted and Adapted from AERO+ World Languages Standards

Task Force members:

Rana Schray

Nada Nimeh

Wafa Kays

Zeinab Mroueh

Nahla Al Zougbi

Rana Aleywan

Hanadi Dayyeh

Introduction: The Four C's

COMMUNICATION

“Communication can be characterized in many different ways. The approach suggested within this document is to recognize three communicative modes that place primary emphasis on communication (Brecht and Walton 1994). The three modes are: (1) Interpersonal, (2) Interpretive, and (3) Presentational. Each mode involves a particular link between language and the underlying culture that is developed gradually over time.”

CULTURES

“The term ‘culture’ is generally understood to include the philosophical perspectives, the behavioral practices, and the products – both tangible and intangible – of a society. Because language is the primary vehicle for expressing cultural perspectives and participating in social practices, the study of language provides opportunities for students to develop insights into a culture that are available in no other way. In reality then, the true content of the foreign language course is not the grammar and the vocabulary of the language, but the cultures expressed through the language. It is important that students become skilled observers and analysts of other cultures.”

CONNECTIONS

“Knowledge of a second language and culture combines with the study of other disciplines and shifts the focus from language acquisition to broader learning experiences for the student. Language used in this way helps students integrate the contributions from any discipline into a holistic and ever-expanding open system.”

COMMUNITIES

“Recognizing the need for a productive and competitive work force, many schools are emphasizing a curriculum that better prepares students for the school-to-work or the school-to-college transition. These educational efforts extend to the language classroom, preparing competent and self-confident students for work in the multilingual communities around the globe.”

Level I:

Communication

1.1 Students will converse, provide and obtain information, express feelings, emotions, and ideas, and exchange opinions in the target language.

- a. Understand and use age appropriate courtesy expressions and gestures, and make age appropriate introductions, presenting classmates, family members and friends.
- b. Ask and answer questions related to familiar and age appropriate topics. (i.e. family, school, daily routines and events, familiar objects and possessions, animals, food, clothing, celebrations...).
- c. Express needs, interests, likes and dislikes in brief exchanges.
- d. Express feelings and emotions in simple sentences.
- e. Express agreement and disagreement.

1.2 Students will understand and interpret writing and speech on a variety of topics in the target language.

- a. Understand and respond to routine oral directions and instructions related to daily activities. (i.e. playground, school, home, public places, etc.).
- b. Recognize people, objects, and places based on oral descriptions.
- c. Comprehend main events and identify main characters and recognize some details from stories presented orally with visuals.

1.3 Students will present information, concepts, and ideas to listeners and/or readers on a variety of topics in the language studied.

- a. Sing target culture songs.
- b. Perform poems, songs, dances, short skits, simple plays etc.
- c. Give show and tell presentations
- d. Produce and present illustrated stories, posters and age appropriate reports.

1.4 Students will demonstrate an understanding of the nature of language through comparisons of the target language and their own language or dialect.

- a. Identify differences in the writing systems of the target language to their own.

- b. Identify differences in the sound systems of the target language to their own language or dialect.
- c. Identify simple similarities and differences in the language systems.

2. Culture:

2.1 Students will demonstrate an understanding of the practices and perspectives of the cultures studied and the relationship between them.

- a. Identify and use patterns of behaviors and interaction in familiar settings.
- b. Make and respond to culturally appropriate introductions and understand polite requests.
- c. Use culturally appropriate courtesy expressions.
- d. Engage in age appropriate cultural activities, games and songs.

2.2 Students will demonstrate an understanding of the products and perspectives of the cultures studied and the relationship between them.

- a. Identify some major products of the target culture (e.g. modes of transportation, places, monuments, calendar, numeracy, etc.).
- b. Recognize elements of well known children's stories as proper to the target culture.

2.3 Students will demonstrate an understanding of the concept of culture through comparisons of the target cultures and their own.

- a. Recognize common interests and practices of the target cultures and students' own.
- b. Compare daily living patterns and behaviors.
- c. Compare cultural tangible products (toys, clothing, food, dwelling...).
- d. Compare intangible products of culture (children's songs, games, literature, celebrations...).

3. Connection:

3.1 Students will use the foreign language to reinforce and further their knowledge of other disciplines.

- a. Use information and skills from other school subjects in target language activities.
- b. Recognize topics related to the target language and culture in other school subjects studied and in related field trips for science, art, social studies, etc.

3.2 Students will understand and appreciate the elements of language and culture studied that can only be comprehended in the target language and its culture(s).

- a. Listen to, watch, and ask/answer questions about age appropriate folktales, picture stories, poems, songs, ads, cartoons, films, artifacts, authentic materials.

4. Communities:

4.1 Students use the language both within and beyond the school setting.

- a. Interact in the target language with families, friends or peers, and native speakers.
- b. Use target language inside and outside the class to communicate information on topics of interest.

4.2 Students show evidence of becoming life-long language learners.

- a. Articulate their likes and dislikes for a selection of target culture activities and products.
- b. Participate in target culture games or arts during breaks, after school, for talent shows, etc.

Level II:
Communication

1.1 Students will converse, provide and obtain information, express feelings, emotions, and ideas, and exchange opinions in the target language.

- a. Give and follow instructions as part of age appropriate classroom or cultural activities or both.
- b. Ask and answer questions about a variety of topics orally
- c. Describe and give opinions about people, places, events, products and values of the culture .
- d. Exchange likes and dislikes, feelings and emotions through discussions, interviews etc.
- e. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.

1.2 Students will understand and interpret writing and speech on a variety of topics in the target language.

- a. Comprehend main ideas and identify main characters and events in age appropriate narratives.
- b. Recognize people and objects found in their own or different environments through oral and written description.
- c. Comprehend the main ideas and purpose in media such as illustrated texts, posters, advertisements, internet websites, etc.
- d. Interpret gestures, intonation, and other visual or auditory clues appropriately (videos, films, TV programs, etc.).

1.3 Students will present information, concepts, and ideas to listeners and/or readers on a variety of topics in the language studied.

- a. Write messages and letters using culturally appropriate format and style.
- b. Deliver oral messages and information on a variety of topics
- c. Dramatize songs or recite poetry commonly known by peers in the cultures studied.
- d. Tell or retell stories, orally or in writing.
- e. Produce and present audio or video recorded announcements, posters, advertisements, skits and short plays.

- f. Read aloud with appropriate intonation and pronunciation.

1.4 Students will demonstrate an understanding of the nature of language through comparisons of the target language and their own language or dialect.

- a. Identify and use a number of idiomatic expressions in the target language and compare to one's native language.
- b. Identify and use different registers of vocabulary.
- c. Understand and demonstrate that languages have different grammatical syntactical functions.

2. Culture:

2.1 Students will demonstrate an understanding of the practices and perspectives of the cultures studied and the relationship between them.

- a. Identify and explain the importance of customs that are of interest (celebrations, traditional foods, aspects of family life, social interaction and religious practices).
- b. Perform age-appropriate cultural activities, such as games, songs, celebrations, storytelling, and dramatizations, in the target language.

2.2 Students will demonstrate an understanding of the products and perspectives of the cultures studied and the relationship between them.

- a. Identify and explain the function of cultural products
- b. Identify the different environments of the target cultures, and examine the impact of these environments on the lifestyles of the target communities.

2.3 Students will demonstrate an understanding of the concept of culture through comparisons of the target cultures and their own.

- a. Compare and contrast material products of the cultures studied and their own.
- b. Compare intangible products (e.g., rhymes, songs, or folktales) of the cultures studied and their own.

3. Connection:

3.1 Students will use the foreign language to reinforce and further their knowledge of other disciplines.

- a. Use skills such as calculation, problem solving, map reading etc. in the target language.
- b. Integrate products of the target culture to other school subjects (technology skills, music, songs, arts, games, etc.).

3.2 Students will understand and appreciate the elements of language and culture studied that can only be comprehended in the target language and its culture(s).

- a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.

4. Communities:

4.1 Students use the language both within and beyond the school setting.

- a. Apply use of the target language within the local community and in authentic sources (newspapers, internet, etc.).
- b. Practice oral or written use of the target language with family, friends, peers, pen pals; and during after school activities, field trips, school exchanges, etc.

4.2 Students show evidence of becoming life-long language learners.

- a. Explain their interests in various aspects of the target cultures in the community and around the world.
- b. Research about the target cultures in a variety of media sources.

Level III:

Communication

1.1 Students will converse, provide and obtain information, express feelings, emotions, and ideas, and exchange opinions in the target language.

- a. Follow and give multi-step directions for participating in age-appropriate cultural activities and investigating the function of products of the foreign culture.
- b. Ask and respond to questions for clarification, orally or in writing.
- c. Exchange detailed information and compare, contrast, and express opinions and preferences about personal events, memorable experiences, school subjects, and feelings and emotions, with peers or members of the target cultures, both orally and in writing.
- d. Use the target language to acquire goods, services, or information orally and in writing.
- e. Discuss orally school and community issues and problems.
- f. Extend, accept and refuse formal and informal invitations, using expressions and behaviors appropriate to varied situations.

1.2 Students will understand and interpret writing and speech on a variety of topics in the target language.

- a. Understand written and oral announcements and messages connected to daily activities in the target cultures.
- b. Understand the main themes and significant details from audio/visual products of the cultures as presented on TV, radio, and video or live presentations, Internet websites, etc.
- c. Understand the main themes and significant details from written products of the target cultures as found in literature, newspapers, magazines, Internet sites and applications, or other authentic sources used by speakers of the target language.

1.3 Students will present information, concepts, and ideas to listeners and/or readers on a variety of topics in the language studied.

- a. Write short well-organized compositions on age appropriate topics of interest.
- b. Write personal letters using culturally appropriate format and style.

- c. Read aloud with appropriate intonation and pronunciation.
- d. Perform short plays, songs and skits, recite selected poems and anecdotes in the target language.
- e. Create and present posters, videos, Power Point presentations, or reports about age appropriate personal or cultural themes.
- f. Present opinions, preferences and feelings about current or historical events, cultural experiences, etc.
- g. Prepare an oral or written summary of the plot and characters from age-appropriate literature.

1.4 Students will demonstrate an understanding of the nature of language through comparisons of the target language and their own language or dialect.

- a. Understand the necessary grammatical and syntactical functions in languages, and use them in the target language.
- b. Discuss the relationships among languages, based on students' awareness of cognates.
- c. Recognize differences in language register
- d. Recognize differences in pronunciation systems among languages, and understand that languages have critical sound distinctions that must be mastered in order to communicate meaning.
- e. Compare and contrast the writing system of the target language and their own and describe the nature of those writing systems (e.g., logographic, syllabic, alphabetic).

2. Culture:

2.1 Students will demonstrate an understanding of the practices and perspectives of the cultures studied and the relationship between them.

- a. Analyze and explain formal and informal patterns of behavior and cultural practices of the target cultures.
- b. Use and understand the meaning of appropriate verbal and nonverbal behavior for daily activities among peers and adults in the target language and cultures.

- c. Recognize the diversity of social customs in the target cultures, based on their various historical events, geographical features and religious beliefs.
- d. Discuss stereotypical images associated with the target cultures.

2.2 Students will demonstrate an understanding of the products and perspectives of the cultures studied and the relationship between them.

- a. Identify, and explain the function of everyday products in homes and communities of the target culture (e.g., sports equipment, household items, tools, foods, and clothing).
- b. Identify and describe how products reflect the lifestyle of people in various communities.
- c. Produce and respond to forms of various products of the target cultures such as music, dance, crafts, art, fashion, and cuisine.
- c. Become familiar with target language and culture of Internet sites, as well as multimedia educational and recreational games.

2.3 Students will demonstrate an understanding of the concept of culture through comparisons of the target cultures and their own.

- a. Compare and contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.
- b. Identify, compare and contrast the cultural features of daily life, customs, and the arts.
- c. Explain the relative importance of various products originating in the target culture and compare to one's own culture.
- d. Identify contributions of the target cultures to one's own and vice versa.

3. Connection:

3.1 Students will use the foreign language to reinforce and further their knowledge of other disciplines.

- a. Use the target language to comprehend, elaborate on and discuss topics from other school subjects.
- b. Use the target language to present written and oral reports on topics studied in other disciplines, and vice versa.
- c. Use composition strategies, mathematics and technology skills, and other concepts learned in other classes in the target language classes and activities.

3.2 Students will understand and appreciate the elements of language and culture studied that can only be comprehended in the target language and its culture(s).

- a. Understand ideas and viewpoints that can only be explained in terms of the original language and culture.
- b. Begin to research and access authentic sources from the target cultures through interviews, and field trips.

4. Communities:

4.1 Students use the language both within and beyond the school setting.

- a. Use of the target language orally or in writing with family, friends, peers, or pen pals.
- b. Participate in school or community events related to the target language or cultures (parent nights, in house festivals, field trips and school exchanges).
- c. Identify authentic community resources and contact people useful for research in the target language or about the target cultures.
- d. Participate in after school activities related to the target language and cultures.

4.2 Students show evidence of becoming life-long language learners.

- a. Develop language skills and cultural insights by using the target language outside the school setting with friends or neighbors, in sports or arts clubs, during travels, etc.
- b. Meet basic needs in a target language environment
- c. Continue to use the target language for enjoyment

Level IV:

1. Communication

1.1 Students will converse, provide and obtain information, express feelings, emotions, and ideas, and exchange opinions in the target language.

- a. Initiate, develop, discuss, and present orally or in writing solutions to important issues and problems of the target cultures.
- b. Exchange, support, and discuss their opinions with fluid use of language on a variety of topics dealing with contemporary and historical issues.
- c. Describe and justify states of being and feelings.
- d. Engage in authentic communication during visits, field trips, community service activities, etc.

1.2 Students will understand and interpret writing and speech on a variety of topics in the target language.

- a. Comprehend main ideas of unfamiliar written and oral resources from various media.
- b. Understand the main ideas and significant details of authentic live and recorded discussions, lectures, and presentations on current or past events from the target cultures.
- c. Understand the main ideas of nonfiction articles and primary source documents.
- d. Analyze target language literary works orally and /or in writing.
- e. Understand the cultural nuances of meaning in written and spoken language, as expressed by speakers of the language in formal and informal settings.
- f. Understand the cultural nuances of meaning in expressive products of the culture, including selections from various literary genres and the visual arts.

1.3 Students will present information, concepts, and ideas to listeners and/or readers on a variety of topics in the language studied.

- a. Write organized and original compositions, journal entries and reports, and produce various media presentations on a variety of topics.
- b. Write various types of text, using appropriate format and style.
- c. Prepare and deliver oral presentations, such as speeches and debates, on various topics.

- d. Perform scenes from plays; recite poems or excerpts from literature commonly read by speakers of the target language.
- e. Create stories, poems, short plays, or skits based on themes, ideas, and perspectives from the target cultures.
- f. Summarize articles or documentaries intended for native speakers of the target language and discuss the topics orally or in writing in the target language.
- g. Prepare and present a research-based analysis of current events from multiple perspectives.

1.4 Students will demonstrate an understanding of the nature of language through comparisons of the target language and their own language or dialect.

- a. Compare nuances of meaning of words, idioms, and vocal inflections in the target language and their own.
- b. Apply knowledge of sound-symbol correspondence, stress, and intonation patterns in spontaneous communicative situations.
- c. Understand how the elements of a language may reflect the ways in which people organize information and view the world.

2. Culture:

2.1 Students will demonstrate an understanding of the practices and perspectives of the cultures studied and the relationship between them.

- a. Explain social and geographic factors that inform cultural practices.
- b. Identify, analyze, and discuss patterns of behavior in and between various subgroups that comprise the target culture.
- c. Adjust speech and behavior appropriately to the situation and audience.
- d. Identify differences in cultural practices among same-language cultures.
- e. Analyze aspects of the political, legal, and economic systems and practices in the target culture countries, and discuss the factors that influenced the development of these systems.

- f. Discuss social issues in the various target culture communities, and examine their impact on the behavioral patterns of individuals, families, and communities.
- g. Analyze generalizations and stereotypes of the target culture.

2.2 Students will demonstrate an understanding of the products and perspectives of the cultures studied and the relationship between them.

- a. Analyze the role of various social institutions of the culture studied, such as religious institutions, clubs, organizations, and analyze how they reflect the values of the target language communities.
- b. Analyze expressive products of the culture, including selections from various literary genres, art, architecture, music, cinema and theater.
- c. Identify, analyze, and evaluate the relationship between ideas, and perspectives of the cultures studied and their literary and artistic products.
- d. Demonstrate knowledge of some of the major literary and artistic movements within identified cultures where the target language is spoken.

2.3 Students will demonstrate an understanding of the concept of culture through comparisons of the target cultures and their own.

- a. Hypothesize about the origins of idioms as a reflection of the target culture and one's own.
- b. Apply appropriate verbal and non-verbal behavior in a variety of social contexts in the target cultures.
- c. Analyze and infer cross-cultural similarities and differences as observed in practices, perspectives, expressive products, and literary genres of the target cultures and students' own cultures.
- d. Hypothesize about reasons behind similarities and differences between the target cultures and the students' own culture.
- e. Analyze and contrast the historical as well as present-day contributions of the target culture to the world-at-large with those of the students' own cultures.

3. Connection:

3.1 Students will use the foreign language to reinforce and further their knowledge of other disciplines.

- a. Analyze topics from other school subjects in the target language for example, current events, political and historical concepts, worldwide health issues, and environmental concerns.
- b. Integrate and apply skills from other disciplines, including technology, to the target language classroom and activities.
- c. Correlate knowledge and understanding of global trends to the study of the contemporary target culture.
- d. Investigate target language resources, including Internet, in order to analyze and synthesize information for use in other disciplines.

3.2 Students will understand and appreciate the elements of language and culture studied that can only be comprehended in the target language and its culture(s).

- a. Understand the relationships between untranslatable concepts and words (or phrases) and the culture from which they have arisen. Use appropriately untranslatable concepts and words (or phrases).
- b. Analyze, synthesize, compare, and contrast information collected from multiple perspective and multiple authentic sources.
- c. Participate in discussions, forums, interviews and other authentic exchanges within target language communities.

4. Communities:

4.1 Students use the language both within and beyond the school setting.

- a. Communicate orally or in writing with members of the target cultures on a variety of personal interest, community, or world concerns.

- b. Perform authentic tasks using the target language and knowledge of the target cultures in the community or abroad (interviews, problem solving challenges, community service actions, etc.).
- c. Research and organize events or celebrations representing the target cultures for the school or the larger community.

4.2 Students show evidence of becoming life-long language learners.

- a. Maintain ongoing personal interaction and contacts with native speakers of the target language through correspondence, travel, and participation social activities such as clubs or special interest groups.
- b. Express interest for and justify why learning a language is important.
- c. Use the target language to explain how the study of language over a long period of time is personally transformative.
- d. Read target language literature, fiction and non-fiction sources.

APPENDIX A: Admission Letter

Nature of the Arabic Program at ACS:

In ACS, Arabic is offered as a second language as students learn Arabic within the context of the Arabic class only. The language of instruction is the Modern Standard Arabic, a high variety of the Arabic language used in official documents, media, and literature. Where different Arabic countries have different dialects, Modern Standard Arabic is the official unified language across the Arab countries.

Arabic Program Offerings at ACS:

Two Arabic programs are offered at ACS:

- 1- Modern Standard Arabic (MSA): offered in grades N-10. The program is designed for native and near- native speakers of the language. Students enrolled in this program will be ready to sit for the Lebanese Official exams in grades 9 and 12 or take the IB advanced Literature courses in grades 11-12.
New comers grades 2-8 will be assessed and if they do not meet the grade level Arabic course standards, parents and the school will work out a program including the summer to bring them up to grade level. Students who are motivated to join or need additional support to be in this program will be assessed as to how much support is required. The school will have some support for these students.
- 2- Arabic as a Foreign Language program (AFL): offered in grades 1-10. The program is designed for non- native speakers. The term “foreign” indicates that the students are non-heritage learners whose mother tongue or dominant home language is other than the Arabic. Students new to Arabic in the high school enrolled in this program may choose IB abinitio (beginner) courses. Students coming to the high school already in this program may choose IB B level (second group) courses in grades 11-12.

Enrollment in the Arabic Program:

New students will be placed in the above Arabic Programs depending on their background. A placement test will be given to all new students during admission to check their level in Arabic. Students enrolled in Modern Standard Arabic, the mainstream at ACS, may not join AFL as it is not designed for heritage learners. However, AFL students will be encouraged to stretch up to join MSA.

APPENDIX B: ACS HS World Languages Policy

ACS High School World Languages Policy January, 2011

High School Language Offerings:

In High School, two World Languages programs are offered: Arabic and French. Both programs offer a variety of courses that address four levels of proficiency: Beginners, Intermediate, pre-advanced and advanced.

High School World languages Graduation Requirements:

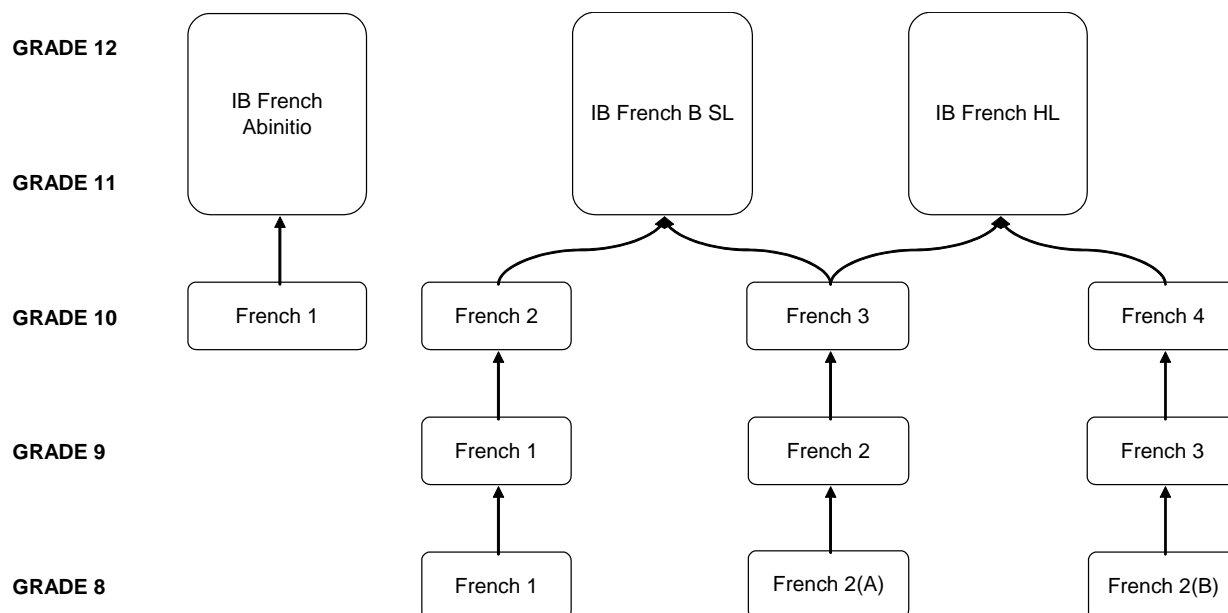
ACS students in High School are required to complete 3 credits of World Languages courses in order to graduate. It is not required that the 3 credits be in the same language although recommended for acquiring and maintaining an adequate proficiency level in the language studied.

A Guideline to Course Selection:

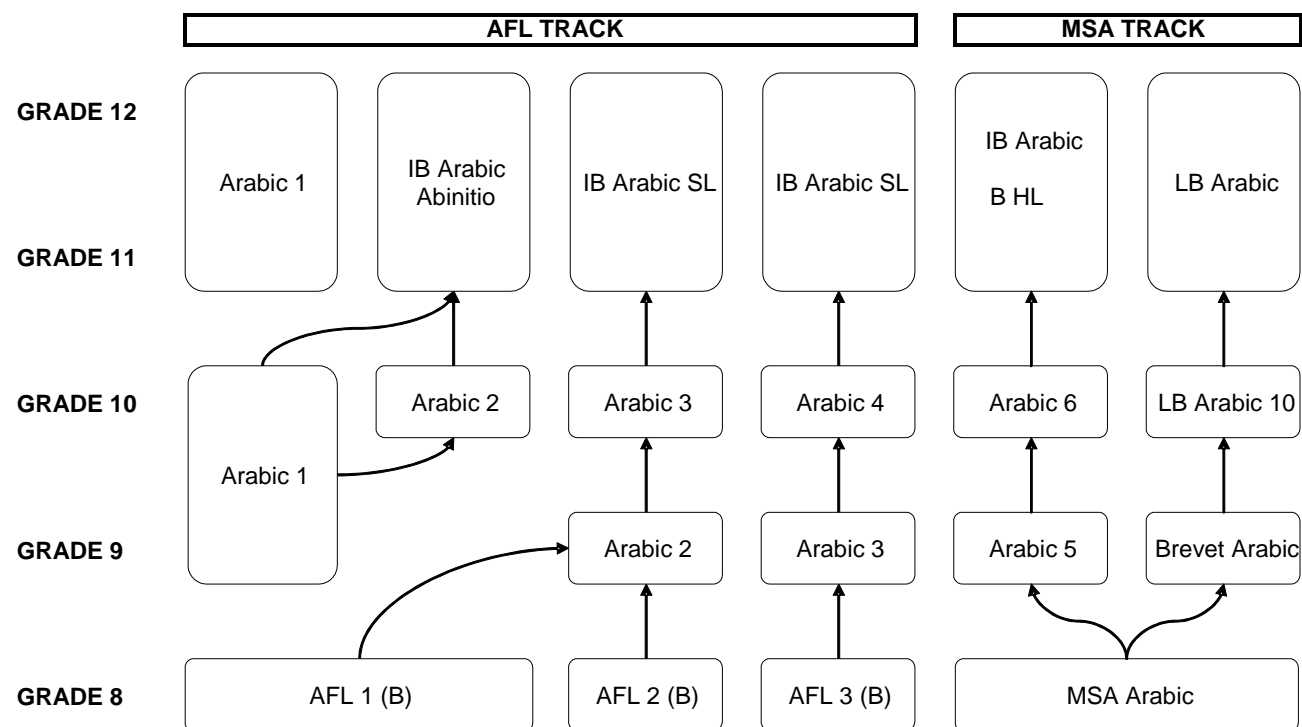
Upon entering High School, students- with the exception of those enrolled in the Lebanese Program- may choose to study either Arabic or French. Placement in language courses depends on students' background, proficiency level and availability of courses. All students entering High School will be given a placement test to assess their proficiency level. In order to abide by the ethical considerations of the IB Program, students will be placed in appropriate language courses in grade 11 based on their proficiency.

A Guideline to Course of Studies and Sequence of the Programs:

Students choosing French may follow the following course of studies:



Students choosing Arabic may follow the following course of studies:



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